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Lesson Plan Blame for Pearl Harbor

Why was America Caught off Guard at the Attack of Pearl Harbor

I. A. Summary

This lesson is designed as a critical thinking group activity for students to investigate, discuss, and write about the issues surrounding the debate over who was to blame for the American losses endured during the attack on Pearl Harbor. This lesson is designed as one segment of an overall Unit on America's involvement in World War II. Prior to this lesson, students should have previous knowledge of World War II prior to America's entrance into the war: origins and progression of the war, Allied and Axis power relationships, America's debate over Isolationism, Indochina and Japanese Aggression, Lend Lease Act, Atlantic Charter, FDR proclaims patrolling, convoys and Shoot-on-Sight, Secretary of State Hull's Note on November 26, 1941 and an overview of the attack on Pearl Harbor. This Lesson uses primary source documents from *The American Spirit*, 11th Ed., Vol. II, since 1865. This Lesson also uses primary source Japanese decoded messages made available by the Freedom of Information Act from the website [Pearl Harbor the Mother of all Conspiracies](#).

This lesson uses primary source documents and multimedia from United Streaming, WWII Posters from Dover Publications, and WesselsLivingHistoryFarm.org. To access the materials, you must first go to Wasemann's TAH Lessons website. If you do not have access to the website, send me an email at Heatherwasemann@mckeelacademy.com to request access. Once you have accessed Wasemann's TAH Lessons, click on the provided Glogster link. Make sure your school's filters do not prevent you from gaining access to this link.

This lesson specifically looks at documents and arguments examined during the Hearings for the joint congressional hearings Investigating the Pearl Harbor Attack by the 79th Congress. Students will examine the available information, warnings, and actions and opinions provided to varying levels of authority within the military and executive branch's offices that was investigated by the joint Congressional committee. . This Lesson takes approximately two 50 minute class periods, and 1 week outside of class for the assessment. Other topics in the chapter would be addressed later on in the week using separate activities not provided. Materials include: The DBQ packet :Student directions, A brief history of the events leading to Pearl Harbor, DBQ essay question, primary sources documents with scaffolding, document table worksheet, prewriting outline worksheet and student rubric. The lesson also includes teacher directions, teacher visual of grouping, and DBQ assessment handout with two different rubrics.

B. Objectives

1. This lesson addresses Sunshine State Standards SS.A.5.4.5, SS.A.1.4.1, SS.a.1.4.3, and L.A. 1.4.2, L.A.A 2.2.7,L.A.A 2.4.2, LAA 2.4.7,LAA.2.4.8, LAA2..2.1,LAB 1.4.1, LAB 1.4.2
2. Students will use prior knowledge and primary sources to draw comparisons and differentiate between opposing arguments regarding the accountability for American loss at Attack on Pearl Harbor.
3. Students will use prior knowledge and primary sources to evaluate varying points regarding the accountability for American loss at the Attack on Pearl Harbor.
4. Students will use prior knowledge and primary sources to determine fact from opinion by identifying and examining inconsistencies or biases regarding the accountability for American loss at the Attack on Pearl Harbor.
5. Students will be able to use prior knowledge and primary sources to answer a document based question in the form of a 3.5 paragraph essay including a well written thesis sentence.
6. Students will be able to use prior knowledge and primary sources to write a persuasive essay that shows organization, uses proper grammatical techniques, and provides supporting arguments centered around proving a thesis.

C. U.S. History Time Period

1941 Prior to Pearl Harbor and Joint Congressional Hearing of 1946.

D. Grade Levels

The handouts and materials are geared more towards high school or advanced middle school students. The types of activities can be used for any grade level if you modify them to match the curriculum you use, and modify the language or vocabulary to fit your students' needs.

E. Materials

- A. Your American History Textbook.
- B. 1 copy of the DBQ packet per student (instructions, DBQ question, background info, all Documents, copy of the document, and student rubric.
- C. Rubrics, and References

F. Lesson Time

Two fifty minute class periods. Essay one week outside of class.

G. Assessment

On separate sheets of paper, students will complete the DBQ Essay using his or her outline, the information in his or her document table and by reviewing the documents. Students have one week to complete the assignment outside of class. If applicable, have students type the assignment and turn it in electronically and in hard copy.

II. Lesson Procedures

- A.** Perform the lesson using a projector teaching to the class or in groups using student computers. Make sure you can access both the [wasemannhtahlesson website](#) and the Pearl Harbor lesson glog link with the multimedia. The link to the lesson multimedia glog is on my website listed below in the upright hand side tool bar. <http://sites.google.com/site/wasemannstahlessons/> . The Glog may take awhile to load. Right click and hold to enlarge posters. Pink circles that appear as you move your mouse signal active links.
- B.** Give students either a paper copy or electronic access to the Research Notes Chart at the beginning of the lesson.
- C.** Either have students explore the materials on the Glog on student computers or access the materials and media as a class using a projector. Discuss the information in the Glog as a class as you view them.
- D.** Students take notes in the chart as a group taking turns by topic or take notes in the chart individually.
- E.** Have each group or individuals share sections of their chart and discuss their answers. Give students the opportunity to make corrections or additions to their notes charts.
- F.** For assessment have students write a blog or give students the DBQ Packet. Refer to the DBQ packet for instructions.

Glog Pearl Harbor Research Notes Chart

Directions: Watch the video clips, examine the posters, and podcasts about Pearl Harbor? In this chart take notes about the following topics listed on the left. Your notes should answer the question across the top. The information should be based on multimedia you looked at in the Glog. The Glog may take awhile to load. Right click and hold to enlarge posters. Pink circles that appear as you move your mouse signal active links

Student Names	Factors	Documents or media info is from	What information or orders were available prior to the attack?	How did the actions or orders contributed to a lack of preparedness at Pearl Harbor?	Give example of valid or invalid arguments made for who or what is to blame for the lack of defense at Pearl Harbor?
	Kimmel and Commanders at Pearl Harbor				
	Stimson and National advisors				
	President				
	Location of ships, planes and artillery				
	Communication and Intelligence at Pearl Harbor				

References

Kimmel Admiral H.E.:2pearl Harbor Attack Hearings Before the Joint Committee on the Investigation of the Pearl Harbor Attack, 79th Congress. 1st sess. (1946),: pt. VI, pp. 2518, 2520, 2521.

Kennedy, David M., Bailey, Thomas, A, *The American Spirit*, 11th Ed., Vol II, since 1865, Houghton Mifflin Company, New York, NY, 2006, pg.(214-221).

Navy Department: *Pearl Harbor Attack: Hearings Before the Joint Committee on the Investigation of the Pearl Harbor Attack, 79th Congress. 1st sess. (1946), pt. XIV, pp. 1405, 1406.*

Profiles of Courage, Controversy, and Sacrifice: World War II: Why Pearl Harbor? OnDeck Home Entertainment. 2003.Discovery Education. 1 June 2009 <<http://streaming.discoveryeducation.com/>>

Schultz Commander.Pearl Harbor Attack: Hearings Before the Joint Committee on the Investigation of the Pearl Harbor Attack, 79th Congress. 1st sess. (1946), pt X, pp. 4662-4663.

Stimson Secretary:3Pearl Harbor Attack Hearings Before the Joint Committee on the Investigation of the Pearl Harbor Attack, 79th Congress. 1st sess. (1946),: pt. XI, pp. 5428-5429

Video Yearbook Collection: World War II: Before Pearl Harbor: 1931-1941. Lou Reda Productions. 2004. Discovery Education. 1June 2009 <http://streaming.discoveryeducation.com>

